



2020

Project Planning & Development

Developed by the ANA Regional T/TA Centers
Pacific Region • Alaska Region • Western Region • Eastern Region



Designing Projects that Benefit the Community

Today's Trainers



Kesley Edmo

Training Manager



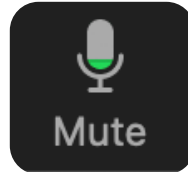
Jenica Baty

Technical Assistance Manager

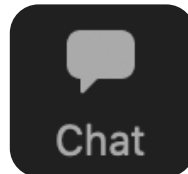
PPD Materials

- ▶ Link provided in meeting invite.
- ▶ You do not need a google account to access
- ▶ Materials include:
 - ▷ 2020 PPD Manual
 - ▷ 2020 PPD Tool Kit
 - ▷ Activity PPDs
 - ▷ Templates
 - ▷ Slide Deck pdf

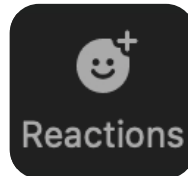
Using Zoom Features



To toggle mute on and off, click the microphone icon



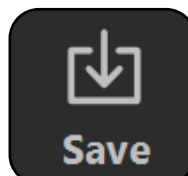
Click on the “Chat” icon, in the drop-down menu, select “Everyone” or the person you want to send a chat



Click on the “Participants” icon, this opens a window where you can choose a nonverbal reaction



Click on the “Annotate” icon to open a toolbar and select the tool you want to make notes or participate in the activity



Use the “Save” icon on the annotate toolbar to save group notes

What to Expect

- ▶ Hands-on exercises
- ▶ Discussions and sharing
- ▶ Open and direct feedback from one another and trainers
- ▶ Fun!

- Be respectful
- Mute when listening
- Take breaks as needed
- Question during presentation? Type in chat box
- Question during activity? Ask away!
-
-
-

Ground Rules

- ▶ Reflect
- ▶ Is there anything to add?
- ▶ If you experience connectivity issues, try logging out and joining again.
- ▶ If it continues, please contact Katrina Gardner: kgardner@mn-e.com



Introductions

Please Introduce Yourself:

- ▶ Your name(s)
- ▶ Which Tribe/Org. you're with
- ▶ Where you call home
- ▶ Your favorite native food

PPD TRAINING GOAL

**To learn how to develop a
successful, sustainable, and fundable
community-based project**

PPD Learning Objectives

- ▶ Understand project planning terms and tools
- ▶ Learn the importance of engaging the community
- ▶ Assess community readiness
- ▶ Identify community assets
- ▶ Encourage community stewardship
- ▶ Promote inter-generational input in project planning

PPD Training vs. Pre-Application Training

What you will learn in Project Planning and Development Training	What you will learn in Pre-Application Training
How to use community-based planning processes and tools	Tips on applying in response to an ANA Funding Opportunity Announcement
How to define long-range community goals, document conditions that stand between the community and those goals, and identify assets that can be used to address those conditions	How to complete federal forms and package the application
How to build a project work plan with outcome-based objectives	How to apply through Grants.gov
How to develop a sustainability plan and project budget	How applications for funding are reviewed and scored

Mission of ANA



**To support Native-led nonprofits
and eligible tribes by**

- ▶ Promoting self-sufficiency
- ▶ Providing funding for community-based projects
- ▶ Providing free training and technical assistance

ANA's Vision:

All Native communities are thriving!

ANA Goals



1 Foster the development of stable, diversified local economies.



2 Support locally-led services and programs that safeguard the health and well-being of children and families.



3 Increase the number of projects involving youth and inter-generational activities.

ANA Program Areas



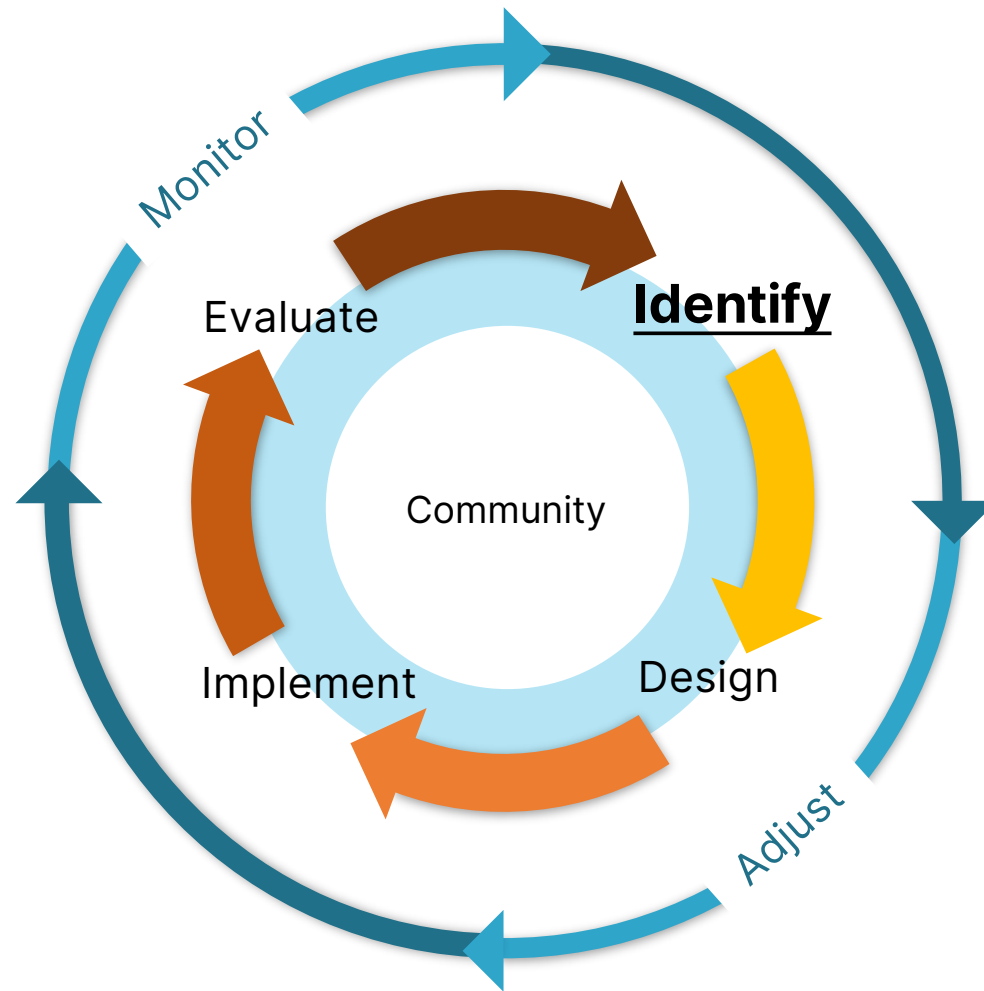
ANA supports three main priority areas

- ▶ Social and economic development strategies
- ▶ Native languages
- ▶ Environmental regulatory enhancement



Community-based Planning Tools and Techniques

The Project Cycle



Importance of a Community-Led Approach



- ▶ Provides direction on community efforts
- ▶ Encourages ownership
 - ▷ Community led > community “buy-in”
- ▶ Generates stewardship
 - ▷ Maintain the conversation with your community during project implementation
- ▶ Builds accountability
 - ▷ Rely on your community to identify outcomes and report on impact

Facilitation

Facilitators:

- ▶ Leads the discussion
 - ▷ balance each role
- ▶ Not the authority!
 - ▷ Direction is shared equally with the: Note-taker, Timekeeper, Speaker, and other responsible parties.
- ▶ Ensures all voices are heard and promotes participation
- ▶ Facilitator role can be rotated among all participants

Roles:

- ▶ Task – initiate, inform, clarify, summarize, test
- ▶ Maintenance – harmonize, gate keep, consensus take, encourage, compromise
- ▶ Non-Functional – become aggressive, block, dominate, drift, avoid

Community-Based Planning Techniques



Community Meetings:

- ▶ Tribal Council
- ▶ Powwow
- ▶ Potlatch
- ▶ Potlucks
- ▶ Webinars



Steering Committee:

- ▶ 8-10 stakeholders
- ▶ Representatives
- ▶ Liaisons to the community
- ▶ Have assigned tasks
- ▶ Meet regularly



Community Surveys:

- ▶ Research/Identify
- ▶ Draw consensus
- ▶ Paper/Electronic
- ▶ By Mail/E-mail
- ▶ By Phone/In-person

Community-Based Planning Techniques



Focus Groups:

- ▶ 6-8 participants
- ▶ Members of target population
- ▶ Prioritize and reflect on research
- ▶ Provide more info



Key Informant Interviews:

- ▶ One-on-One
- ▶ Provides more information
- ▶ In-person
- ▶ By phone



Documentation:

- ▶ Keep records
- ▶ Agenda/Minutes
- ▶ Sign-in/Attendance
- ▶ Surveys/Analysis
- ▶ A/V Recordings
- ▶ Whiteboard/Photos

ACTIVITY: Alternative Methods for Outreach

MEETINGS	SURVEYS	FOCUS GROUPS	INTERVIEWS

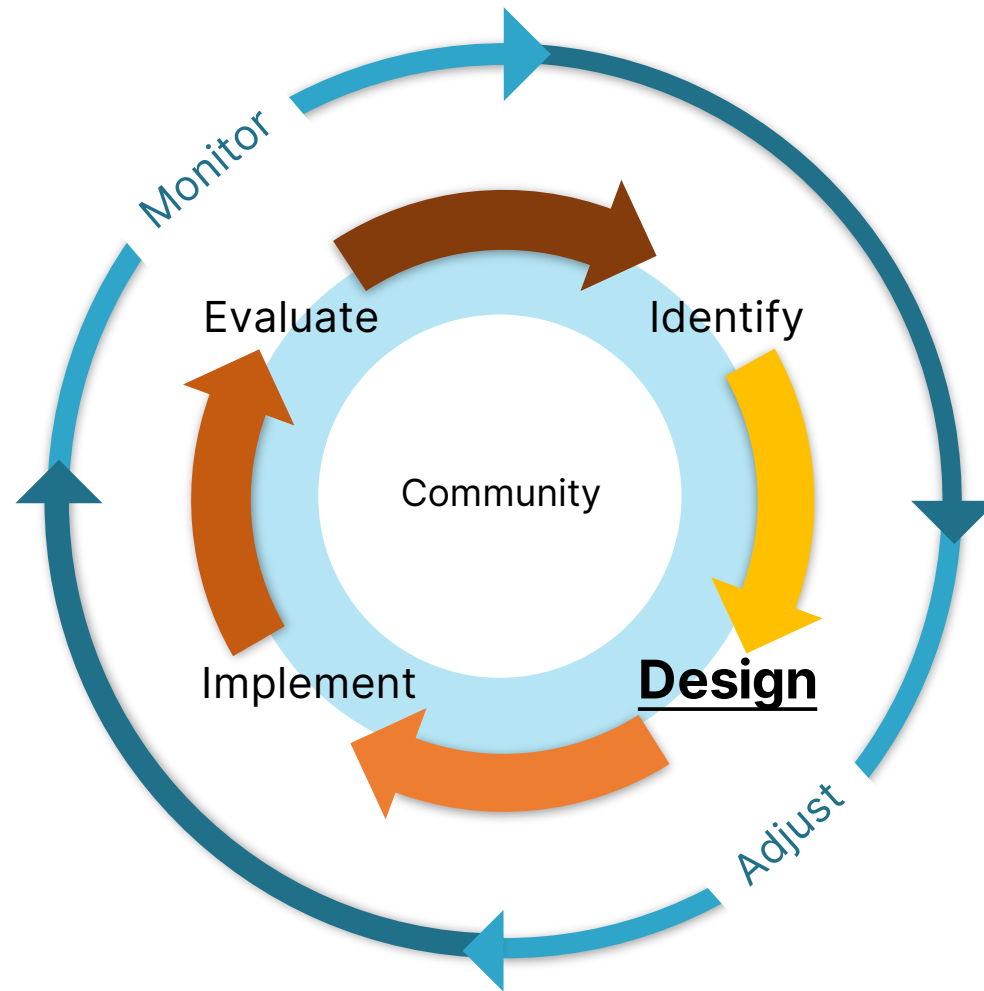


The Project Design Process

**“I have seen that in any great undertaking,
it is not enough for a man to depend simply
upon himself.”**

Lone Man

The Project Cycle



Essential Elements of a Project Design





- ▶ Are community generated
- ▶ Describes an ideal condition in a specific area
- ▶ Usually have a 10-year lifetime
- ▶ Provide the framework for project design

Long-term Community Goal

- ▶ Established by community members
- ▶ Found in Formal documents:
 - ▷ Comprehensive Plans
 - ▷ Comprehensive Economic Strategies
 - ▷ Management Plans
 - ▷ Housing Assistance Plans
- ▶ Found in Informal documents:
 - ▷ Community Meeting Minutes
 - ▷ Mission Statements
 - ▷ Other Tribal Department Plans/Strategies
- ▶ Or created through conversation:
 - ▷ Gather community representatives and draw consensus

ACTIVITY: All on the Wall



Example: Long-Term Community Goal

SEDS

Our Tribal history, heritage, culture and beliefs are maintained and preserved in order to pass them on to the future generations.

ERE

The Wetlands indigenous to our reservation are restored and invasive species no longer threaten the land.

P&M

All members speak the language fluently in every home, workplace, and community event.

ACTIVITY 1

Community Long-Term Goals

The community's long-term goals are the foundation for all projects. The following exercise will help you define long-term goals that provide a framework for project development.

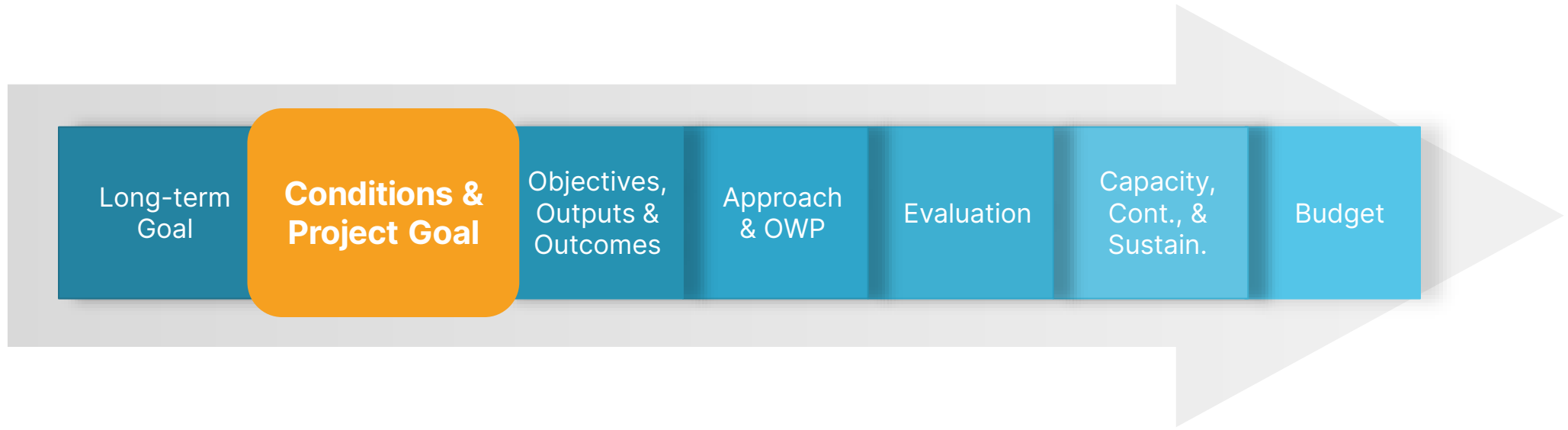
Describe the community's long-term goal(s):

Where can your community long-term goals be found? (E.g. Comprehensive plan, strategic plan, mission statement, etc.)

Activity #1

Manual Pg. 25

- ▶ Describe the community's long-term goal(s):
- ▶ Where can your community long-term goals be found?



The Current Community Condition describes:

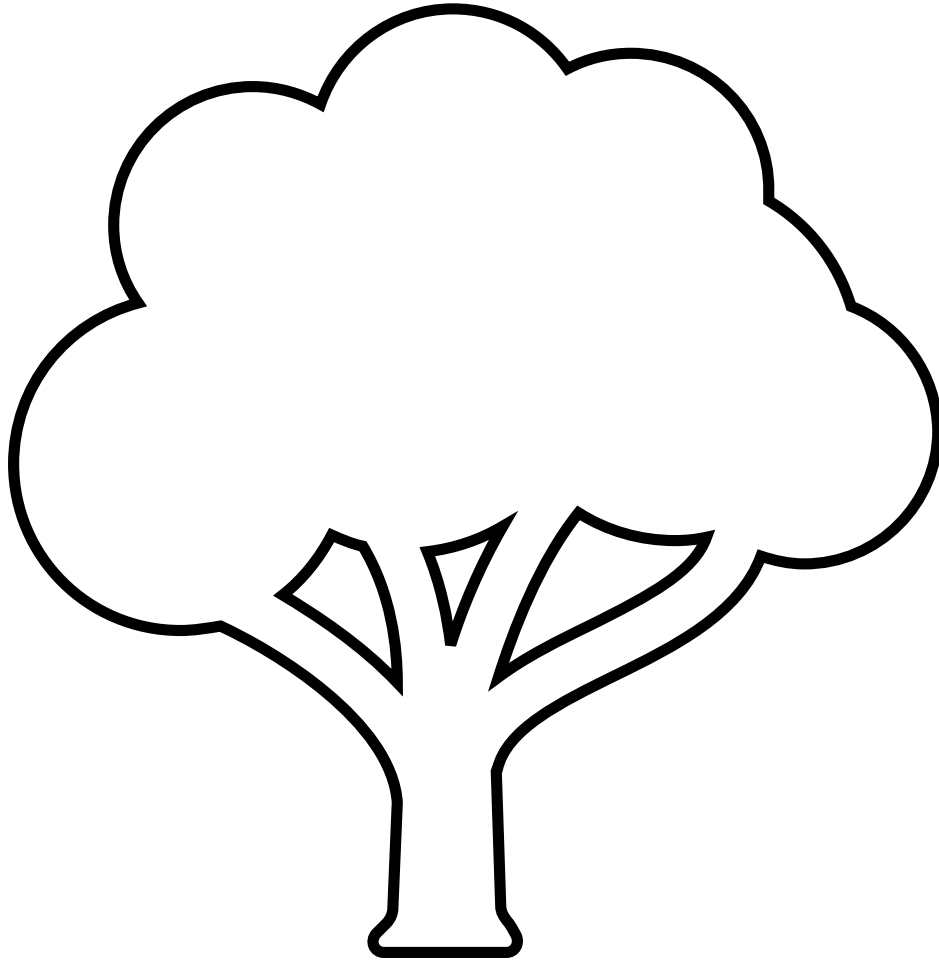
- ▶ The community's current way of life and why the ideal, long-term goal is not a reality. Or, in other words....
- ▶ The barrier that stands in the way of achieving the long-term community goal.
- ▶ The baseline condition used to gauge improvement and project success

Current Community Condition

- ▶ Gather community insight
 - ▷ Identify current conditions affecting everyday life
- ▶ Don't make assumptions!
 - ▷ One “good idea” may not be the community's primary concern
 - ▷ Additional, unforeseen setbacks may exist in the community
- ▶ Prioritize identified conditions and address the most pressing issue
- ▶ Once identified, seek secondary source data to support the opinions of your community:
 - ▷ Survey Results
 - ▷ Census Data
 - ▷ Local and Regional Research/Reports
 - ▷ Historical Data

ACTIVITY: Identify Conditions

ACTIVITY: Needs Tree





Example: Current Community Condition

SEDS

We have 20 elders remaining in our community who are knowledge bearers of our Tribal heritage, which is in danger of being lost to future generations.

ERE

The Tribal wetlands covered 1500 acres in 1872 and have been reduced to just under 20 acres in 2019 due to invasive species and other environmental factors.

P&M

The Abaqua Tribe has only 1 first language speaker and 2 fluent language speakers, making the Abaqua language highly endangered.

ACTIVITY 2

Community Conditions List

Write the Long Term Community Goal that was identified in the previous activity here:

List the barriers, gaps or challenges that stand in the way of reaching the long-term community goal.

From the list above, which one barrier, gap or challenge could your project address. Write your one choice from the list above here.

Activity #2 and #3

Manual Pg. 31 and 32-33

- ▶ List your barriers and which the project will address
- ▶ Describe who participated in identifying the challenges and how they are affected by them
- ▶ Etc...



The Project Goal describes:

- ▶ The project's purpose
- ▶ A reduced, improved, or resolved current condition
- ▶ A result that can be accomplished within the timeframe of the project and takes a step toward the long-term community goal

Project Goal

- ▶ Build Consensus
 - ▷ Similar to the condition, a project goal may need to be revised to meet the solutions and priorities identified by the community
- ▶ Drive Stewardship
 - ▷ Focusing on community identified goals encourages interest
 - ▷ Interest encourages ownership over the project to see it happen
- ▶ Make it reasonable and rational
 - ▷ Keep it simple!
 - ▷ Ensure it can be achieved within the timeframe of the project

ACTIVITY: Determining a Project Goal



Example: Project Goal

SEDs

To record elder knowledge of our heritage in order to preserve our history and pass it to future generations.

ERE

To restore 20 acres of Tribal wetlands by removing 3 invasive species.

P&M

To increase the number of certified teachers able to teach core curriculum in the Abaqua language.

ACTIVITY 4

Determine the Project Goal

Fill out the information requested below:

Describe the community's project idea.

Describe your intended target community.

Write a project goal statement that will address the condition and bring the community closer to reaching the project goal.

Activity #4

Manual Pg. 37

- ▶ Describe the community's project idea.
- ▶ Describe your intended target community.
- ▶ Write a project goal statement that will address the condition and bring the community closer to reach the long-term community goal.



The Objectives describe:

- ▶ A measurable, positive **change**
- ▶ A step towards the project goal
- ▶ The four elements of a TTIP Objective:
 - ▷ Timeline
 - ▷ Target
 - ▷ Indicator
 - ▷ Population

Objectives

- ▶ Work backwards
- ▶ Consider the **change** that needs to happen
- ▶ Define the scope
 - ▷ Do not focus on methodology
 - ▷ Avoid having too many activities (is your objective actually more than one?)
 - ▷ Avoid having too few, as well (is your objective actually an activity?)
- ▶ Fine tune
 - ▷ Let it rest and come back to it
 - ▷ Gain input from your steering committee or focus group

ACTIVITY: Big Picture Thinking (Work Backwards)

What is TTIP?

- ▶ Timeline (When?):
 - ▷ a time by which the objective will be achieved
- ▶ Target (How much change?):
 - ▷ a measurement for the intended amount of change
- ▶ Indicator (What kind of change?):
 - ▷ a measurable sign that something has been done or achieved
- ▶ Population (Who?):
 - ▷ a specific group on which the project is intending to focus
- ▶ How is this different from SMART?
 - ▷ It's not! They work together!

ACTIVITY: Objective Mad Lib

By _____, the _____
(timeline) *(population)*

will _____
(indicator)

by _____
(target)



Example: Objectives

SEDS

By the end of our second year, the tribal community will have increased access to the cultural histories recorded by 15 of the 20 tribal elders through the Tribal Archive.

ERE

By the end of the first project year, the Tribal Land Use Department will increase capacity through the adoption of a Wetland Restoration Policy.

P&M

By the end of the 36 month, three Abaqua Language Teacher Trainees will have demonstrated knowledge gain by earning their state-accredited Teaching Certificate.

ACTIVITY 5

Draft The Objective Using SMART

Using the SMART format, draft one project objective.

Does your objective have:	Answer: Yes or No
Specific results described?	
Measurable changes in the community condition?	
Achievability with the time and resources available?	
Relevancy to the project?	
Timeframe with a deadline?	

If your objective does not fit the SMART format, go back and revise it!

Activity #5 and #6

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- ▶ Draft your Objective
- ▶ Determine if it is SMART
- ▶ Find the TTIP components
- ▶ Etc...



Outputs:

- ▶ Tangible products or services
- ▶ Result from completing an activity
- ▶ Often measured by “Numbers of” something

Outcomes:

- ▶ Positive, measurable changes
- ▶ Result from successfully achieving the objective
- ▶ Are described by the Indicator (what change) and the target (how much change)
- ▶ Often discussed as an increase/decrease/improvement

Outputs v. Outcomes

- ▶ Outputs are usually easy to identify:
 - ▷ What does your community want or needright now?
 - ▷ To meet their demands, what do you need to design? Make? Sell?
 - ▷ Or what services do you need to provide?
 - ▷ Measure: How many items or services are needed?
- ▶ Outcomes can be a bit more unruly
 - ▷ What does your community want or needover time?
 - ▷ To meet their demands, what needs to change in the community?
 - ▷ Measure: requires a baseline on which benchmarks can be measured.
- ▶ Outputs DO NOT Measure Outcomes
 - ▷ Just because people show up (number of attendees), does not mean they will learn anything (change in knowledge)

ACTIVITY: Which is which?

Volunteer Feedback Results

Community Surveys

Knowledge of Polling Locations

New Training Manuals

Capacity Improvements

Teacher Language Certifications

Job Placements

50 Sign In Sheets

Increased Food Access

Enrollment

Dictionary Published

Language Fluency Levels

25 Participants on the Job

Decreased Drug Abuse

Curriculum

Resource Usage Rates

ACTIVITY: Draft Your Own

Outputs	Outcomes	Primary Outcome



Example: Outputs V. Outcomes

SEDS

Outputs: 15 video interviews, 15 audio recordings, 15 storyboards

Outcomes: Increased Access to the knowledge held by our elders

ERE

Outputs: Numbers of – specimens collected, volunteers recruited, policies and procedures drafted

Outcomes: increased capacity to regulate wetlands, reduced invasive species, more wetland acres

P&M

Outputs: Numbers of – curricula, attendees, tests given, meeting minutes, homework, etc.

Outcomes: increased knowledge, improved fluency, improved proficiency

ACTIVITY 7

Identify your Outcomes

Write your Objective:

--

Now determine the outcomes associated with achieving this objective:

--

Now choose a primary outcome:

--

Activity #7

Manual Pg. 53

- ▶ Write your Objective
- ▶ Determine all the associated outcomes
- ▶ Select the primary outcome



- ▶ The approach describes the method you will use to implement your project
- ▶ The Objective Work Plan is a tool that outlines your approach
- ▶ These two work together, but do not duplicate each other

Approach and Objective Work Plan

- ▶ Which comes first?
 - ▷ Do what works best for you!
- ▶ Before designing your approach, ask:
 - ▷ What does the community want to do?
 - ▷ What has been done before?
 - ▷ Are there any examples or models to use?
 - ▷ What works and what doesn't? Why?
 - ▷ How will it be done?
 - ▷ Who will do it?
- ▶ Assess:
 - ▷ Your Strengths, Weaknesses, Opportunities, Threats
 - ▷ Your available internal/external resources and partners

ACTIVITY: SWOT

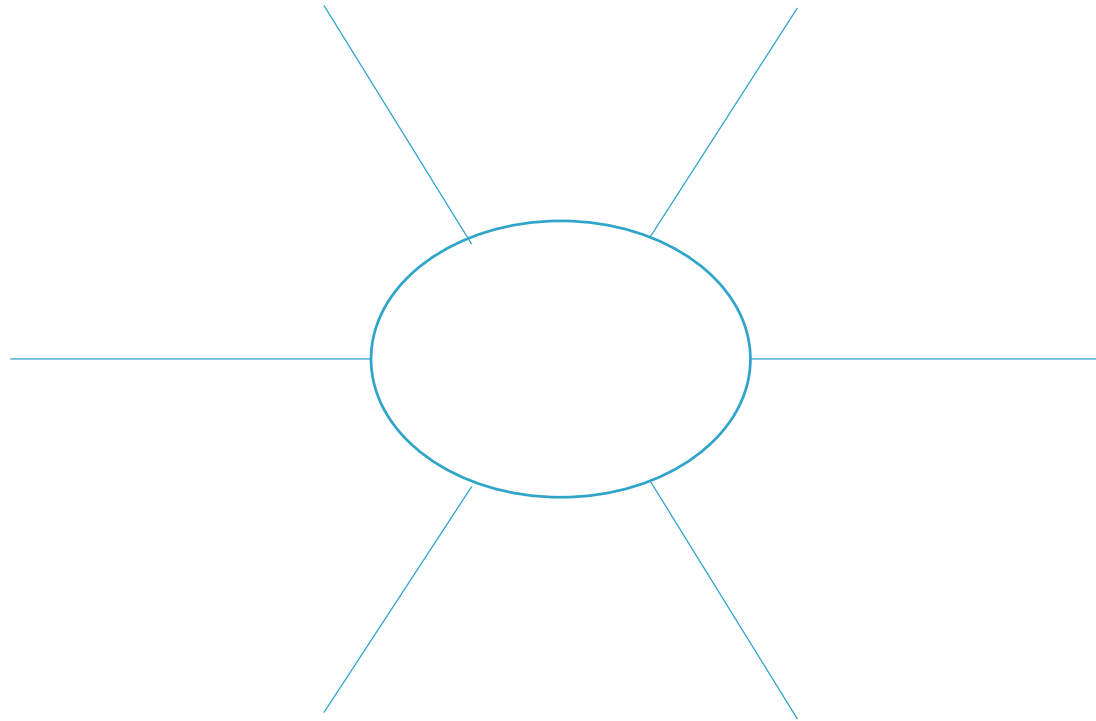
Internal Strengths

Internal Weaknesses

External Opportunities

External Threats

ACTIVITY: Asset Mapping





Example: Available Resources

SEDS

Internal: Tribal Elders Program, Tribal Archives, Cultural Preservation Office, Language Department

External: State Archives, Historical Society, Local College

ERE

Internal: Tribal Land Use Office, 20 Acres of Wetland, Expert Wetland Specialist

External: Partnership with Community Garden and their tools/equipment

P&M

Internal: Second Language Learners, Grants Management Staff, Financial Staff with Federal Experience

External: First Language Learner

ACTIVITY 10

Determine your Internal/External Resources

List resources available inside your organization, village or community (internal resources).

Resource	Benefit to Potential Project	Cost/Value (\$)
Human		
Programs/Services		
Facility/Equipment/Goods		
Other		

Activity #10

Manual Pg. 76

- ▶ Use your Asset Map to complete the table
- ▶ Determine the resource, its benefit to the project and its estimated monetary value
- ▶ NOTE: We have skipped Activity 8 & 9 for now



The Objective Work Plan:

- ▶ Is an outline
- ▶ Acts as the blueprint for a project
- ▶ Stands alone, mirroring the approach without duplicating it

Objective Work Plan (OWP)

- ▶ Brainstorm activities with your steering committee, potential participants, community and other stakeholders
- ▶ Align the activities to your asset map
 - ▷ Do you have all the resources?
 - ▷ What additional resources do you need?
- ▶ Identify additional outputs (products/services) that may result from the activities
- ▶ Use an OWP to map out your ideas
- ▶ Return to the community to gain feedback
- ▶ Make necessary changes

ACTIVITY: Practice Brainstorming Activities



Example: Approach and OWP

SEDS

Approach: We plan to interview 15 remaining elders, each of whom have signed letters of commitment and agreed to participate. We conduct outreach to notify them upon receipt of the award. To initiate our preservation project and to honor their time and effort, we will host a kick-off ceremony.

OWP:
Activity 3 – Elder Participant Kick-off

ERE

Approach: Understanding the wetlands on our land is critical for restoring the natural habitat of traditional wildlife. To do so, the Land Use Department will engage with Community Garden volunteers to conduct an assessment by mapping invasive species in our wetlands on a GIS grid.

OWP:
Activity 4 – Conduct Assessment

P&M

Approach: Our fluent speakers are our greatest asset. We will engage them in a mentorship program and assign two teacher trainees to each. They will work together to increase language skills.

OWP:
Activity 5 – Establish Mentor MOU
Activity 6 – Test & Assign Trainees to Appropriate Mentor

ACTIVITY 9 Draft your OWP

For this activity, fill out the blank OWP below. Insert the Project Title, Project Goal, Project Year, Objective and Outcome into the OWP form; these were created in the earlier section activities.

Develop the milestone activities to accompany your objectives. Next to each milestone activity include the outputs this activity will produce along with the Project Staff. Sequence each of the activities in the order in which they will be initiated by assigning the Start Date. Next determine the timeframe necessary to complete the activity and give it an End Date. Be sure to allow enough time for each activity. It is better to overestimate than underestimate time required!

Project Title:		Project Year:		
Project Goal:				
Objective:				
Outcome:				
Milestone Activities	Outputs	Project Staff	Start Date	End Date
1		Lead:		
		Support:		
2		Lead:		
		Support:		
3		Lead:		
		Support:		
4		Lead:		
		Support:		
5		Lead:		
		Support:		
6		Lead:		
		Support:		
7		Lead:		
		Support:		
8		Lead:		
		Support:		
9		Lead:		
		Support:		

Activity #9 and #11

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- ▶ Complete your own OWP
- ▶ Then, flesh it out by responding to the questions in the next activity
- ▶ When finished, you will be ready to draft a narrative explaining reasons and methods



- ▶ Is used to understand:
 - ▶ How successful your project design is
 - ▶ How successful your project implementation is
 - ▶ How successful the project is
- ▶ Is then analyzed and used to revise plans and strategies

Evaluation

- ▶ Consider the 6 Ws in the context of monitoring and evaluation
 - ▷ Who will monitor your design, your implementation, and the project itself?
 - ▷ What kind of data will they monitor? Identify the benchmarks that – if reached – will prove you've been successful.
 - ▷ Where will you keep the data you are collecting?
 - ▷ When will you track this data? Monthly? Quarterly? Annually?
 - ▷ How will you collect this data? Do you need survey tools? Storage space?
 - ▷ Why will you need this? Will you make improvements to the project?

ACTIVITY: 6 Ws of Ongoing Monitoring and Evaluation

Goal:	
Objective:	
Outputs:	
Outcome:	
What?	
Who?	
Where?	
When?	
How?	
Why?	



Example: Evaluation

SEDS

Who: Archives Assistant
What: A/V Recordings
Where: Tribal Archives
When: Varies, Elder Dependant
How: Interviews, testimonies, transcription, and A/V equipment
Why: To collect prolific historical data on our heritage

ERE

Who: Land Use Evaluator
What: GIS Mapping Data
Where: Held in GIS Database
When: Within the first 9 months
How: Garden Volunteers, Steering Committee Review
Why: To understand wetland ecology

P&M

Who: Language Mentor
What: Teacher Training Progress
Where: Student Portfolios
When: Each Semester
How: Mid- and End of Semester Exams, Oral Presentations
Why: To ensure teacher trainees are advancing on schedule

ACTIVITY 8

Project Outcome Tracker

Using the Project Goal, Objective, and Primary Outcome you identified earlier in this manual, fill in your Project Outcome Tracker:

Project Outcome Tracker							
Project Goal:							
Objective:							
Outcome	Indicator	Means of Measurement	Baseline	Project Year 1	Project Year 2	End of Project	3-Yr Post
Outputs:							

Activity #8

Manual Pg. 62

Now that you have a clearer idea of your whole project, go back and complete activity 8

- ▶ Then, jot down some notes on how you will use the tracker or other tools to monitor project progress



Organizational Capacity describes:

- ▶ The ability of your Tribe/Organization to complete the activities in your Approach and OWP
- ▶ Your ability to provide fiscal and programmatic oversight
- ▶ The experts, partners, and/or consultants you may need to engage to fill gaps

Organizational Capacity

- ▶ Assess Financial Management:
 - ▷ Who has finance experience?
 - ▷ What expertise level and ability is needed to meet the CFR (code of federal regulations)?
- ▶ Assess your programmatic ability to manage the project by:
 - ▷ Who has program management experience?
 - ▷ Who has the expertise to complete all activities AND required reporting?
- ▶ Identify who you still need:
 - ▷ With whom can you partner, consult, or contract?
 - ▷ Maintain a close relationship with Tribal Leaders
- ▶ Once you know WHO is available, decide WHAT their role will be

ACTIVITY: Conduct a Self Assessment

Financial Self Assessment:

1. Does the Tribe, organization, or educational institution have written financial policies?
2. Are all financial transactions recorded in a systematic way?

Programmatic Self Assessment:

1. Do the staff job description responsibilities align with the project activities?
2. Are program reports submitted to the funding agency in a timely manner?



Example: Organizational Capacity

SEDS

Financial: Financial Policies and Procedures, Experience with past grants management, External Auditor

Programmatic: Tribal Archivist, Partnership with State Archive

ERE

Financial: Tribal Finance Office, Adherence with 45 CFR part 75

Programmatic: PI/PD with 15 years' experience, success of past projects of a similar scope

P&M

Financial: Hired Accountant, Bookkeeping in line with GAAP

Programmatic: Language School Principal and fluent language speaker, accredited teacher certificate program

ACTIVITY 12

Conduct an Organizational Capacity Analysis

Go back to your organization and conduct an assessment to analyze and evaluate the organizational and financial management structures you have in place; focus on any gaps.

Examples to Consider: Data Collection, Policies and Procedures (i.e.: hiring, purchasing, work related travel, separation of duties, records retention), Program Management Systems.

Organizational Structures	Updates/Changes Needed

Financial Structures	Updates/Changes Needed

Activity #12

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- ▶ Consider your Organizational and Financial Structures
- ▶ Then determine if updates or changes are needed to both



Contingencies describe:

- ▶ An alternative course of action in response to an event that stops project progress
- ▶ A “plan B” or set of strategies to overcome any problem based on a review of Milestone Activities that could present a critical issue
- ▶ Should not address ongoing, logistical, or supply chain functions of your Tribe/Organization (these should already have built in contingencies)

Contingency Planning

- ▶ Involve everyone in brainstorming
- ▶ Look from multiple angles
- ▶ Identify solutions (not just the problems)
 - ▷ What practices can you put in place to mitigate problems before they arise?
 - ▷ What issues are out of your control, that will still need solutions?



Contingencies to consider

- ▶ Staff turnover
- ▶ Participant turnover
- ▶ Loss of partnerships
- ▶ Loss of project site
- ▶ National disasters (ex: fires, flooding)
- ▶ Public health crises
- ▶ Travel
- ▶ ...

ACTIVITY: Consider the Alternatives

The community is located in a rural area, 65 miles from the nearest town. It is difficult to keep and maintain staff. As part of our Plan, we will provide new hires with on-the-job training and competitive wages.

- ▶ A. To address staff turnover, we have already planned to provide training and competitive wages. Therefore, we do not need a contingency plan.
- ▶ B. Staff turnover may still occur; therefore, we will maintain a portfolio of qualified applicants to recruit for a second interview. We will also partner with our transportation department to provide fuel compensation, if necessary.



Example: Contingency Plans

SEDS

Risk: The project relies on our elder population and due to their age, they are at risk of becoming ill.

Contingency: If an elder is unable or unwilling to participate due to illness, we will approach one of the additional elders within our community in order to capture our heritage to the best of our ability.

ERE

Risk: Heavy rain in the Spring may prevent GIS mapping from being completed.

Contingency: GIS mapping will begin in the Fall and focus on the most critical acreage. Mapping should conclude in March, but if mapping cannot be completed before rainy season, critical mapping will enable us to scale results and make informed estimates.

P&M

Risk: Language learning and teacher certification requires dedication and participants may drop out.

Contingency: In addition to furthering their career - a major benefit, Teacher Trainees will receive a participant incentive each semester they pass. This incentive will include a community recognition ceremony and a \$100 gift card of their choice, totaling \$600 by the end of their coursework.

ACTIVITY 13

Draft a Contingency Plan

Now create a contingency plan for your project. Remember to address each of the three main areas of concern: staffing, partnerships and participants.

Staffing
Activity:
Challenge:
Contingency Plan:
Partnership
Activity:
Challenge:
Contingency Plan:
Participants
Activity:
Challenge:
Contingency Plan:
Other
Activity:
Challenge:
Contingency Plan:

Activity #13

Manual Pg. 90

- ▶ Draft a contingency plan for each typical problem area
- ▶ Then, consider an additional issue your project may face



Sustainability:

- ▶ Is a means to maintain project outcomes and activities beyond the funding period
- ▶ Can (and should!) be done through a variety of ways:
 - ▶ Routinization/Increased Capacity
 - ▶ Partners/Leveraged Resources
 - ▶ Program Income
 - ▶ Seeking Additional Funding

Sustainability Planning

- ▶ What aspects of the project does the community absolutely need to maintain? What do they want to maintain?
 - ▷ Outcomes (changes)
 - ▷ Outputs (products)
 - ▷ Activities
- ▶ Can you partner with anyone?
- ▶ Can you sell anything for a profit?
- ▶ Don't just seek more funding!

ACTIVITY: How might you do each?

Objective:	
Routinization:	
Increased Capacity:	
Partnerships:	
Leveraged Resources:	
Program Income:	



Example: Sustainability Plans

SEDS

Our heritage will be permanently preserved in the Tribal Archive and will become a routine part of their data backup and preservation practices. Access to the archives is available to any community member by appointment.

ERE

The policies produced by Objective 1 will become a routine part of the Land Use Department. A continued partnership with the Community Garden will ensure that volunteers are monitoring the restored wetland for recurring invasive species.

P&M

Teacher Trainee Certification will enable second language speakers to become Immersion teachers, teaching core curriculum in the Abaqua Tribal School. These teachers will work to inspire future generations of second language learners.

ACTIVITY 14

Develop your Sustainability Strategy

What outcomes and activities of your project will be sustained? Create bullet points and possible future costs. This can be the start to your new Sustainability Strategy.

Sustainability Types	Outcomes or Activities Sustained	Costs
Institutionalization		
Leveraged Resources		
Program Income		
Programmatic Funding		
Increased Capacity		

Activity #14

Manual Pg. 94

- ▶ Develop the method you'll use for sustaining your project and outcomes
- ▶ Consider the methods and use a variety!



Budget:

- ▶ Sets parameters on what can and cannot be done within a project design
- ▶ Should begin with partnerships and leveraged resources
- ▶ Should rely on grant funding only as needed

Budget

- ▶ Consider:
 - ▷ What staff time and compensation is required?
 - ▷ Will consultants be needed?
 - ▷ If so, what impact will qualifications have on the budget?
 - ▷ What travel is needed?
 - ▷ Will equipment be needed?
 - ▷ What supplies will the project need?
 - ▷ What other costs will be incurred?

ACTIVITY: Assets vs Funding

Resources You Have	Partner Resources	ANA Funding Requests	Value/Cost
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Example: Budget

SEDS

<u>Resources We Have:</u>	<u>Value:</u>
Tribal Archive (\$10,000/yr)	\$10,000
Cultural Officer (.10FTE @ \$30/hr)	6,240

<u>Partner Resources:</u>	
College Archivist (200hr @ \$47/hr)	9,400

<u>Needed:</u>	
Fulltime PI/PD (\$30/hr)	62,400

ERE

<u>Resources We Have:</u>	<u>Value:</u>
Office Space (\$800/mo)	\$ 9,600
Wetland Specialist (\$29/hr)	60,320

<u>Partner Resources:</u>	
Garden Volunteers (5 @ \$21/hr)	54,600

<u>Needed:</u>	
GIS Software (\$300/Machine)	600

P&M

<u>Resources We Have:</u>	<u>Value:</u>
Teachers (6 @ \$24/hr)	\$ 299,520
(\$29/hr) 60,320	

<u>Partner Resources:</u>	
3 Fluent Sp. (30hrs @ \$64/hr)	5,760

<u>Needed:</u>	
State Certification (\$8,000/cert)	24,000

ACTIVITY 15

Identify the Financial Needs

Using the OWP you created in the previous activities, fill out the following charts to help determine your financial needs.

Write down your project objective:

--

What staff will you need to accomplish the project as designed?

Position	Responsibilities	Percentage of time dedicated to project (e.g., 100%, 50%?)	Estimated cost (base this on their current salaries)

What out-of-area travel do you anticipate needing for this project?

Travel Destination	Purpose of the travel	Anticipated number of days	Estimated cost (use the GSA's travel rates or your organization's travel rates)

Activity #15 and #16

Manual Pg. 101-102 and 103-106

- ▶ Identify your financial needs
- ▶ Then complete the budget, noting those people, services and supplies that can be contributed through partnerships and leveraged resources



Now what?

**“We do not want riches, but we do want
to train our children right.”**

Redcloud



Next Steps...

How will you take this information back to your community? Type into the Chat box:

- ▶ How will you use this information in your community?
- ▶ What is the first thing you are going to do when you get back to your community?

Could your community use an ANA grant?

- ▶ Discretionary grant funding for community-based projects to improve the lives of Native American communities.
- ▶ Funding Opportunity Announcements (FOAs) describe eligibility, scoring criteria.
- ▶ For tribes, villages, and nonprofits (51%+ Native leadership)
- ▶ Focuses on community-driven projects

ANA Funding Opportunities



Social and Economic Development Strategies (SEDS)

- ▶ \$100k - \$400k annually (2020)
- ▶ 12-, 24-, or 36-month project periods
- ▶ Promotes social wellbeing, perpetuation of culture, and economic self-sufficiency

ANA Funding Opportunities



SEDS – Growing Organizations (SEDS-GO)

- ▶ Up to \$200k annually (2020)
- ▶ 12-, 24-, or 36-month project periods
- ▶ Builds the capacity of growing organizations to serve their communities more effectively
- ▶ Prioritizes first-time ANA grant recipients

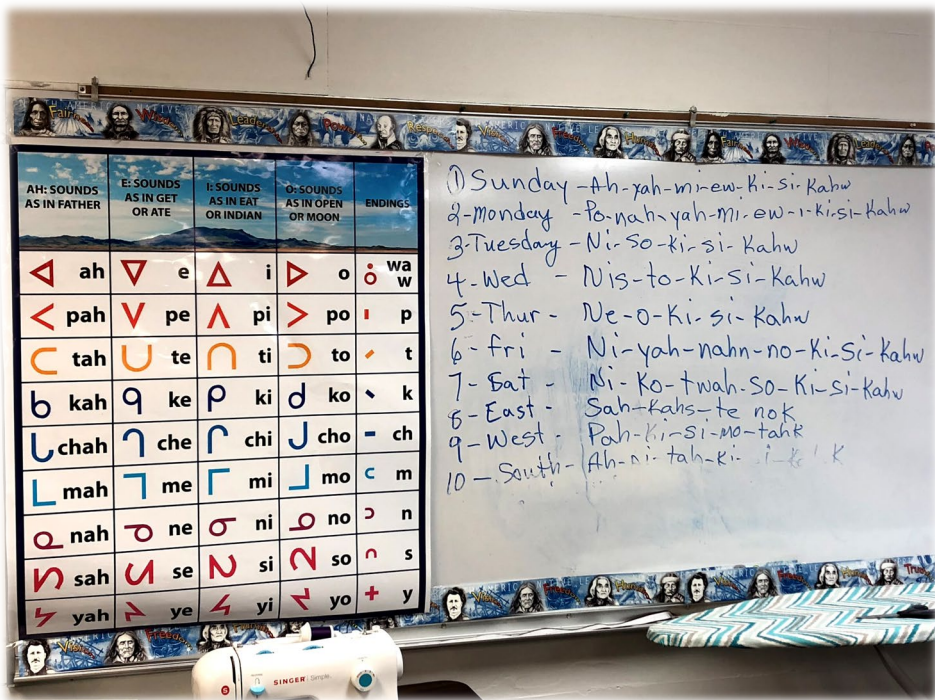
ANA Funding Opportunities



SEDS-Alaska (SEDS-AK)

- ▶ \$50 – \$200k annually (2020)
- ▶ 12-, 24-, or 36-month project periods
- ▶ Designed to provide targeted support for Village-specific projects to improve and strengthen the administrative and management capacity of Alaska Native Village governments.

ANA Funding Opportunities



Native Language Preservation & Maintenance (P&M)

- ▶ \$100k – \$300k annually (2020)
- ▶ 12-, 24-, or 36-month project periods
- ▶ Supports the continued use and vitality of Native languages, including increasing fluency, developing curricula, and teacher certification.

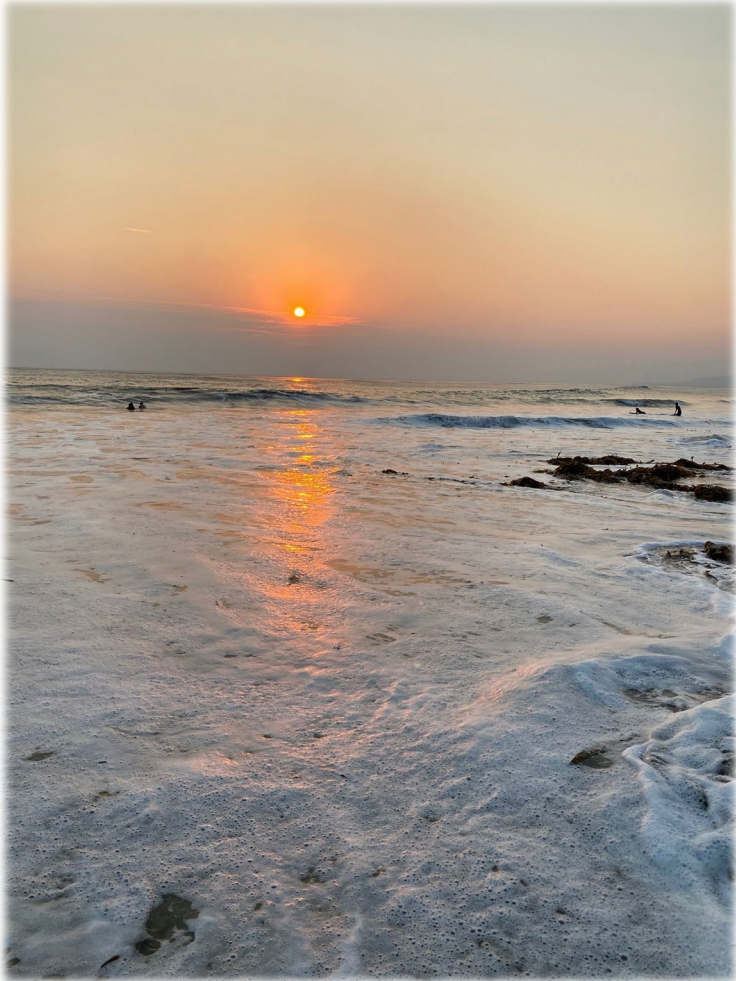
ANA Funding Opportunities



Native Language Esther Martinez Immersion (EMI)

- ▶ \$100k – \$300k annually (2020)
- ▶ 33-, 45-, or 57-month project periods
- ▶ Supports the ability of Native Language survival schools and language nests to conduct language immersion instruction.

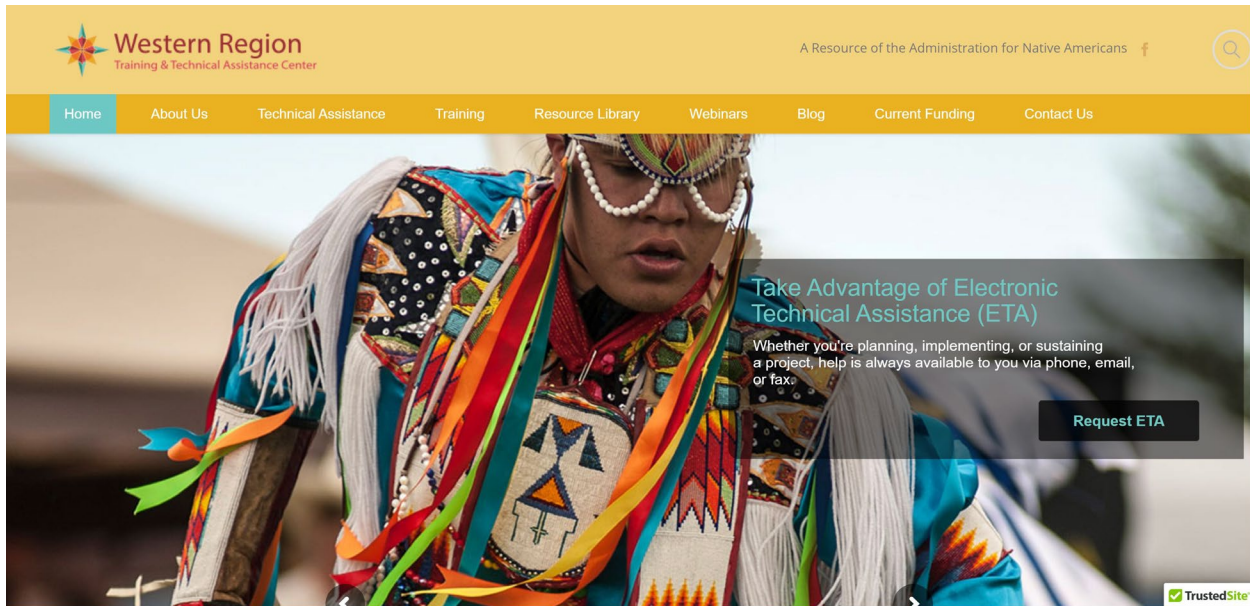
ANA Funding Opportunities



PPD Training (2020)

Environmental Regulatory Enhancement (ERE)

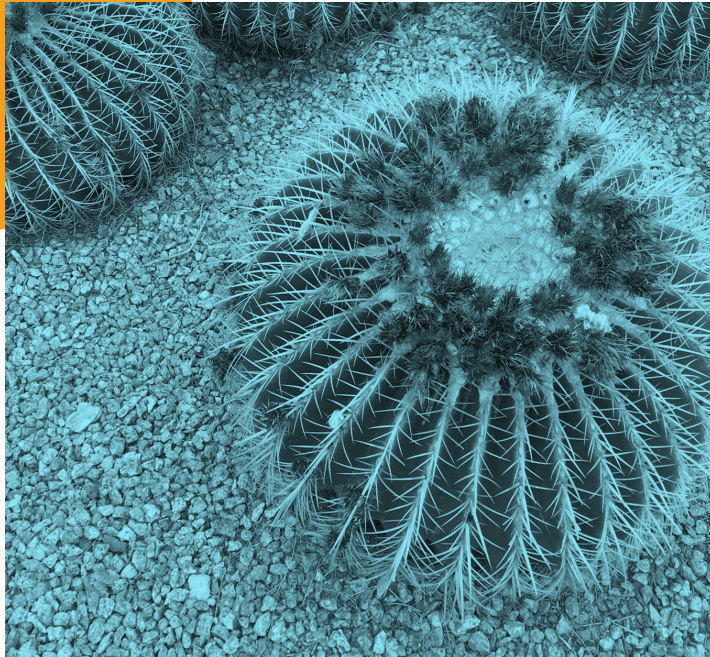
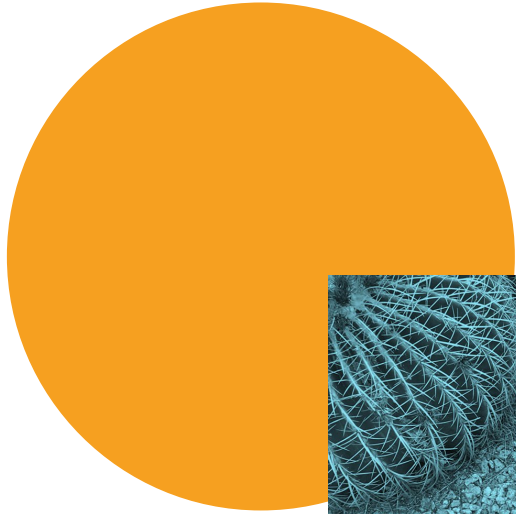
- ▶ \$100K – \$300 annually (2020)
- ▶ 12-, 24-, or 36-month project periods
- ▶ Supports planning, developing, and implementing programs designed to improve the capability of tribal governing bodies to regulate environmental quality pursuant of federal and tribal laws



About the Western TTA Center

Free training and technical assistance

- ▶ www.anawestern.org
- ▶ 855-890-5299
- ▶ anawestern@mn-e.com



► acf.hhs.gov/ana